

M693nwJ  
1915:01

State Normal School.

1915.

---

Volume XV

JANUARY, 1915

Number 3

---

## QUARTERLY BULLETIN

---

# STATE NORMAL SCHOOL

SECOND DISTRICT

WARRENSBURG, MO.

---

## HISTORY SPECIAL

BY THE

DEPARTMENT OF HISTORY

E. L. HENDRICKS, *Professor of History, Head of Department*  
MISS L. L. RUNYON, *First Associate Professor of History*  
H. H. BASS, *Associate Professor of History*  
C. H. McClure, *Associate Professor of History*

---

January, 1915

---

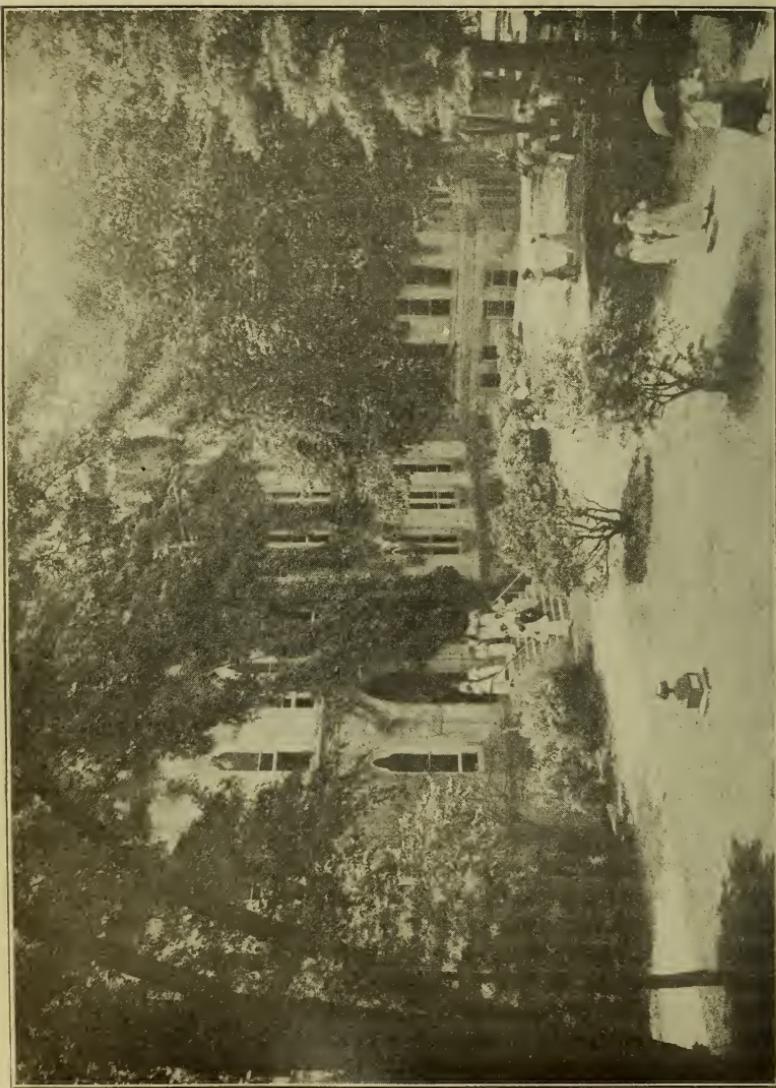
PUBLISHED BY THE STATE NORMAL SCHOOL

---

Entered in the Post Office in Warrensburg, Mo., as Second Class Mail Matter

UNIVERSITY OF ILLINOIS  
FEB 4 1915

PRESIDENT'S OFFICE



LEAVING AT THE NORTH ENTRANCE

## BOARD OF REGENTS

H. A. Gass, State Superintendent of Public Schools, Ex-Officio

	Term Expiring January, 1915	
Oscar G. Burch	- - - - -	Jefferson City
Dr. L. J. Schofield	- - - - -	Warrensburg
	Term Expiring January 1917.	
C. A. Keith	- - - - -	Lexington
G. M. Foster	- - - - -	Warrensburg
	Term Expiring January, 1919.	
J. T. Murphy	- - - - -	Windsor
N. M. Bradley	- - - - -	Warrensburg

### Officers

Chas. A. Keith	- - - - -	President of Board of Regents
J. T. Murphy	- - - - -	Vice-President of Board of Regents
L. J. Schofield	- - - - -	Secretary of Board of Regents
Marcus Youngs	- - - - -	Treasurer of Board of Regents
W. J. Hawkins	- - - - -	President of School

### Normal Calendar for 1914-15

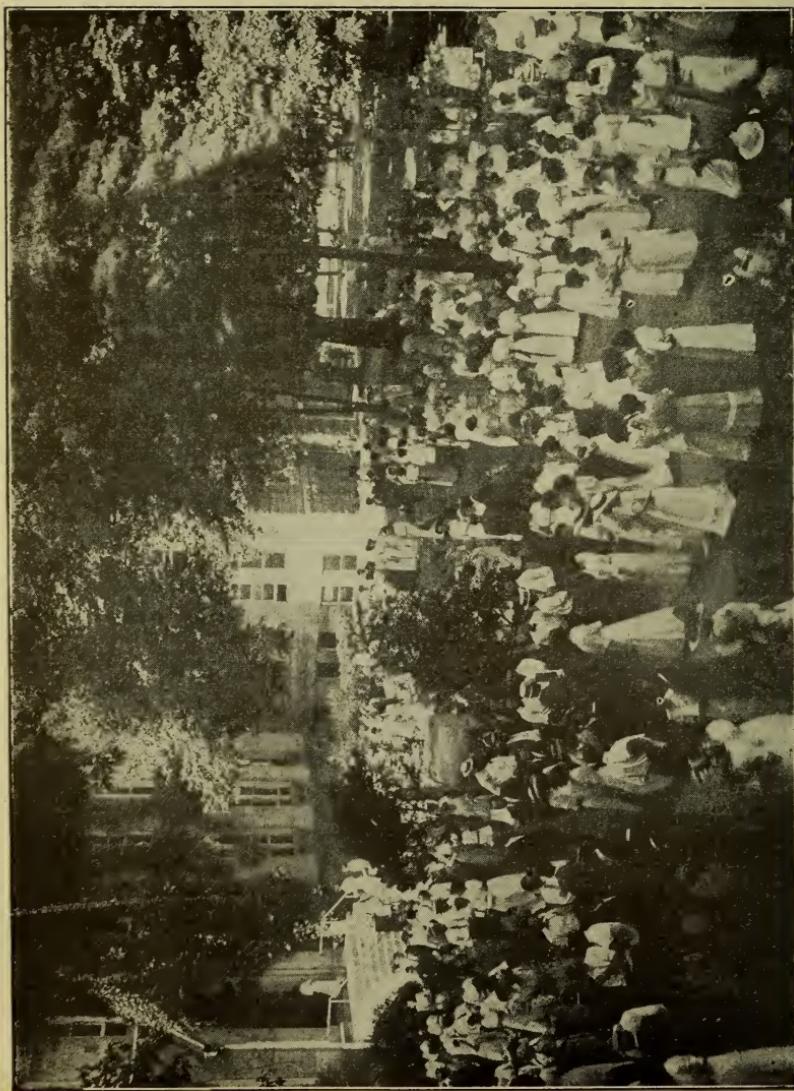
Fall Quarter begins	- - - - -	Tuesday, September 8, 1914
Fall Quarter ends	- - - - -	Wednesday, November 27, 1914
Winter Quarter begins	- - - - -	Monday, November 30, 1914
Winter Quarter Ends	- - - - -	Friday, February 26, 1915
Spring Quarter begins	- - - - -	Monday, March 1, 1915
Spring Quarter ends	- - - - -	Thursday, May 27, 1915
Summer Quarter begins	- - - - -	Tuesday, June 1, 1915
Easter Vacation	- - - - -	April 2nd to 13th, 1915

### Normal District Events

Declamatory Contests for Normal School Scholarships	- - - - -	April 15, 1915
Inter-High School Declamatory Contest	- - - - -	April 16, 1915
Inter-High School Latin Contest	- - - - -	April 17, 1915
Inter-High School Track and Field Meet	- - - - -	April 17, 1915
Teacher's Association Normal District No. 2.	- - - - -	April 16 and 17, 1915

### Commencement Exercises

Annual Sermon	- - - - -	Sunday, May 23, 1915
Senior Class Day Exercises	- - - - -	Tuesday, May 25, 1915
Alumni Class Day and Annual Reunion	- - - - -	Wednesday, May 26, 1915
Graduating Exercises and Annual Address	- - - - -	Thursday, May 27, 1915



THE MUSIC CONCERT ON THE CAMPUS

## THE SPRING TERM

The Normal School begins anew each quarter, so that a student who has found it impossible to enter in the Fall or Winter Terms, may begin the Spring Term with no handicap. A large number of teachers of six and seven months schools return in the Spring term, and by continuing through the Summer Quarter, complete two-thirds of a year's work. This is a good plan. By teaching the "short term" they are able to meet the expense of six months in school without using other resources. Several students have done all the work for the Normal School Diploma by this plan. Some have secured a Diploma by attending Summer terms only, but attendance at both Spring and Summer terms is a much better plan. It not only shortens the time, but the educational value of the work is much greater.

The Spring Quarter begins Monday, March 1, the Summer Quarter Tuesday, June 1st, 1915.

---

## NORMAL SCHOOL CERTIFICATES

By remaining in school until the close of the Summer term, a teacher may add two-thirds of a year's work to his preparation for teaching. This may mean a better certificate. Under certain conditions it is possible to secure a Rural School Certificate after an attendance of only three terms. Graduates of first class high schools or schools of equivalent rank may obtain the Regents' two year certificate by completing 30 semester hours work, as outlined in the General catalog.

---

## COUNTY EXAMINATIONS AND CERTIFICATES

### County Examinations and Certificates

The present certification law requires an increasing amount of preparation of candidates for first or second grade county certificates. Beginning September 1st, 1914, two years of high school work or its equivalent are required of all applicants for these certificates. An excellent opportunity to work toward this preparation is offered in these Spring and Summer Terms.

### State Examinations and Certificates

The State Superintendent will accept grades on as many as three subjects pursued in the Summer Term, provided the required amount of work is completed. Teachers who find it difficult to do the required

work in the Summer School may begin on the subjects this Spring and complete them in the Summer Term; also the attendance at the Spring Term enables students to meet the 100 days requirement of attendance for a fourth subject on a county certificate. This last condition is worth considering for students whose time is limited and whose health and energy are equal to doing a high grade of work.

---

## CORRESPONDENCE STUDY DEPARTMENT

Correspondence study is no longer an experiment in this school. Since the organization of the Department 293 students have availed themselves of correspondence work and with few exceptions the quality of work done has been high

Although no courses are offered which may not be done well by correspondence, and although full credit is given for all courses completed, students are not advised to substitute a large amount of work by correspondence for work in residence. The primary purpose of correspondence study is to enable the students to do a minimum of work out of school in order that they may work to better advantage when again in school. If a single subject taken by correspondence enables a student to complete his work in residence one term sooner, or if a term's work by correspondence enables him to be graduated a year earlier, the saving is evidently worth while. This is particularly true since correspondence study may be done while one is engaged in another occupation.

The forty courses offered by correspondence are all above high school rank. Application blanks may be obtained from the Correspondence Study Department, and full information concerning conditions, books to be used, etc.

---

## FEATURES OF THE SPRING QUARTER

Aside from the regular school work, the Spring term offers many other inducements. Naturally the best things resulting from the year's work are presented at this time. There will be events of great social pleasure and of the highest culture and professional value. The following special events occur during the Spring Term.

### Warrensburg-Central Missouri Teachers' Association.

The meeting of the Warrensburg-Central Missouri Teachers' Association will be held Friday and Saturday, April 16 and 17. This will bring teachers from all parts of the Normal School District, and will afford students an opportunity to become acquainted with many teachers and superintendents who are actively engaged in school work. Eminent and interesting speakers will have places on the program of this

Association. Large delegations of enthusiastic high school students accompany their representatives, to the contests held in connection with this meeting.

## Normal Scholarship Contests

### 1. Inter-High School Declamatory Contest, April 15, 1915.

At the annual meeting of the Board of Regents, 1909 three prizes of four, three and two terms respectively, at the Normal School free of all fees, were authorized to be awarded to Senior students of high schools in the Normal district winning first, second and third places in declamatory contests to be held annually in the Normal Auditorium. Each school is permitted to send two contestants, one boy and one girl. The contests between boys are separate from contests between girls, and prizes are awarded in both. These contests are under the management of the English Department.

### 2. For Inter-High School Latin students.

Competitive Latin examinations will be held at 10 a. m., April 17, 1915, in Room 8. Open to all students in the Second Normal District. Free scholarships will be awarded as follows to students showing the greatest proficiency from schools offering:

- 1 years of Latin, Scholarship of 2 terms
- 2 years of Latin, Scholarship of 2 terms
- 3 years of Latin, Scholarship of 3 terms
- 4 years of Latin, Scholarship of 4 terms

Where Cicero and Vergil are alternate in the third year, this will be taken into consideration.

## Other High School Contests

In connection with the Association, additional contests in declamation and debate for boys and boys' quartette; essay and declamation for girls and girls' quartette, and mixed quartette will be held on Friday and Saturday evenings in the Normal School Auditorium (April 16 and 17, 1915). For additional information concerning contests mentioned in this paragraph, apply to John S. Jones, Secretary of the Association, Warrensburg, Mo.



INTERIOR VIEW OF A ROMAN HOUSE

Showing the atrium or living room in the foreground and the peristyle or open court in the background. A Roman house, built to scale, with detachable roof, is used in the class room.

## Inter-High School Track Meet

The annual Inter-High School track and field meet of the fourth Warrensburg-Central Missouri Teachers' Association will be held on the Normal field, April 17, 1915.

The following compose the athletic events:

100 yard dash, 220 yard dash, 440 yard dash, half-mile run, mile run, running high jump, running broad jump, pole vault, discus throw, shot put.

The "records" for these events for last Spring were:

100 yard dash .....	Time 10.1 Seconds
220 yard dash .....	Time 23 seconds
440 yard dash .....	Time 58 seconds
Half-mile run .....	Time 2 minutes, 14½ seconds
Mile run .....	Time 5 minutes
Running high jump .....	5 feet, 3 inches
Running broad jump .....	19 feet, 3 inches
Pole vault .....	9 feet, 7½ inches
Discus throw .....	108 feet, 6½ inches
12-pound shot put .....	42 feet, 7½ inches

---

## Inter-Normal (Kansas and Missouri) Debate

This is another event which occurs during the Spring Quarter. The exact date has not yet been fixed.

---

## Inter-Literary Society Contests

These are among the most important School events. The various Literary societies compete for first place. The contest in Oratory occurs on February 5, 1915; on Debate, March 5, and in Declamation, April 2.

---

## LARGER FUNCTION OF THE SCHOOL

This school is expanding its field of usefulness in co-operating with organizations not specifically under its administration, and becoming the center for the alliance of such organizations as have for their purpose the betterment of citizenship.

The "Round-Up", instituted by the Johnson County Farm Bureau was held Thanksgiving week in the Normal School buildings, aided by the members of the Faculty. This very successful meeting, first held in 1913, met with greater success in 1914. Its program met every need of the community, and was of great general educational value.

## EXPENSES

---

### FEES

The school year is divided into four terms, designated as the Fall, Winter, Spring and Summer Terms, of equal length. Every student is required to pay at the beginning of each term, or whenever he may enter, an incidental fee of \$6, or a total of \$24 for the four terms of the year. If the student desires to pay for the full year in advance, the rate is \$20; for three terms, \$16; for two terms, \$11. The student is not entitled to the privileges of the class room nor of the school generally until he presents the Treasurer's receipt for the incidental fee.

In the Biological, Chemical, Physical and Agricultural Laboratories, and in the Manual Training Department, Domestic Science or Domestic Art, an additional laboratory fee of fifty cents a term is charged, to pay for material. Breakage extra. Cooking School fee is \$1 for each term.

The Gymnasium fee is \$1 for a year or any part of a year. Except for the use of lockers, this fee entitles the student to all gymnasium privileges, including free tickets to all games on the athletic field.

A deposit of \$1 is required for a private locker in the gymnasium. Seventy-five cents will be refunded when the key is returned.

### TEXT BOOKS FURNISHED

Text books are furnished at a rental fee of \$1 for a year or any part of a year. This makes it possible for students to have the use of a larger number of books than the school could reasonably expect them to purchase, and it means to each student a saving of from \$15 to \$25 a year. A text book deposit fee of \$3 is required to insure proper use and safe return of books. This amount is refunded when books are returned in good condition. This system of practically "free text books" means a very great saving of expense to the students.

### BOARD AND ROOMS

The school has no boarding department. Students board at private houses. There is no scarcity of accomodations within easy reach of the Normal building at reasonable prices.

Board can be obtained at rates ranging from \$3.25 to \$4.50 per week, including room, fuel and light—two persons occupying one room. Those who room alone will generally have to pay a higher price.

Students who desire to board in clubs can reduce the expense to \$2.00 or \$3.00 per week by practicing economy.

A limited number of women can obtain furnished rooms for self-boarding at fifty cents per week for each occupant, or \$1 per week when



Picture of a boy draped in a Roman toga by one of the instructors.  
Dress and custom real when illustrated in this manner.

a student rooms alone. Students availing themselves of this arrangement are expected to provide everything except the furniture, mattresses, heating stove and cooking stove.

Unfurnished rooms can be rented at \$1.50 to \$2.50 per month, the price depending on the location.

On the whole, it is our experience that family boarding is more satisfactory, and the entire expense, including such boarding, can come within \$50 a term, or less than \$150 for a school year, three terms.

The Faculty holds that women should secure homes offering rooms to women only, and that men should patronize homes where rooms are offered only to men. The Dean of the boarding department will recommend only homes conforming to this opinion.

As a general rule it is best not to make a contract for board till after arrival in Wariensburg. The students are urged to call at the office of the Dean, Mrs. Mary V. Neet, in the Normal building. All boarding houses are listed with her.

Under the auspices of the Y. W. C. A. arrangements have been made to accomodate fifty young women in one house known as the Y. W. C. A. House. Here rooms and board are furnished at nominal rates, the members of the house forming a community to aid in making a home during their school year. A matron and two or more members of the faculty reside in the house and direct the social activities. It serves the same purpose as a dormitory in colleges. Full information concerning terms may be obtained by addressing Miss Marie Todd.

When students leave the train they should look out for the committee of the Christian Associations, wearing badges. Members of this committee meet all trains at the beginning of the terms. At other times young women traveling alone will be met at the depot if the President or Dean is notified of the time of arrival.

For annual catalog or further information, address the

REGISTRAR, Warrensburg, Mo.

## SOME VALUES OF THE STUDY OF HISTORY

---

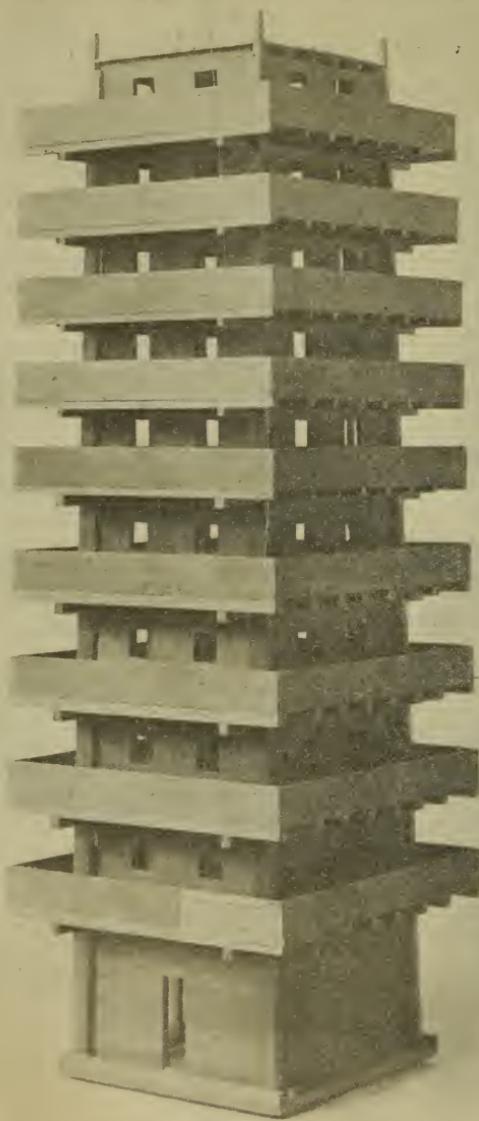
The breaking out of the present European war and the levying of a war tax on U. S. citizens because of this war,—although there is imagined to be no possibility of this country becoming involved—was a shock which sent many people to studying history. All newspapers and magazines began to print articles attempting some explanation of the causes which had led ten nations to go to war. All explanations had to do with the history of Europe as well as with present conditions. Only by knowledge of Prussia's growth from two small territories in the middle ages to its present commanding position in Europe can an idea be gained of the underlying ambition of this nation and its federated states; only by a knowledge of some of the great men of Germany can we understand German pride in nationality and achievement. Knowledge of the history of all European countries must be the only way to form an intelligent comprehension of the motives which actuate the present great war. This ability to explain and understand the present by reference to the past is only one of the many values of the study of history.

This purely intellectual interest appeals to the alert minded individual who desires to understand his own times. With a general course in history, rightly taught, anyone can read history and pursue special interests in nations for the rest of his life. Here we see that the study begun in school may become a lifelong activity and pleasure.

The time has long since passed in all good schools when history is taught merely as a "record of past events". It is being taught rather as Prof. George L. Burr, of Cornell calls it, as "the literature of power," and as the "one science of reality," in the philosophical, not physical sense of reality.

From these two points of view history gives the student far more than information as to how the present nations came to be and what traditions and habits of the past control their actions. It gives him power to relate himself to his own environment and to his own social conditions, and to put forth intelligent effort toward progress in political and industrial situations. In other words, it enables him, in a democracy, to serve as a conscious, capable unit of the nation and its work.

The "Literature of Power" gives the inspiration which comes from the interest in what other human beings have suffered, have dared and have achieved. The men and women of history, the little nations and the big, have all lived. We can visit their former homes and their graves, and see the things they have done. Literature idealizes the actual, but history gives us the facts. "The literature of power" has in



#### MODEL OF A BESEIGING TOWER

This machine is nine stories high. From each story archers could attack the place besieged. It is mounted on wheels, thus enabling some change of position.  
(Used in classes.)

all ages been counted upon to inspire to great deeds the rising generation. Every man who has achieved renown as a statesman has been a student of history.

The material of history, then, not only reveals the story of races and nations of today and tells how they came to be, but it is a source of inspiration for future generations. It puts the student in human touch with all that the past ages have counted noble and worthy of admiration. Through the study of history a youth may, at the most susceptible age of his life, select his models for imitation in his own conduct. History is a relation of facts concerning the actions of human beings, and the mistakes of a person or a nation are revealed by time. All types of persons are represented in historical study, and the whole life is seen in perspective. A man is estimated not alone by his times but by modern times as well, and modern standards, and by modern situations which he helped to produce,—if he were a maker of history. Thus there is thrown on his motives and achievements the search light of time and the right and wrong of conduct is more clearly apparent. A study of history is incidentally a study of ethics as well.

But not all persons are susceptible to inspiration—they lack the imagination to make over words and deeds into actualities; their minds cannot project their own experiences until they grasp the larger experiences of others. The real does not seem real and the actual seems a fiction. But to minds of this type history has also a value, for it is a science of reality. Our government is based today on the belief that every intelligent citizen must do his part in running the government. This is as true for the small as for the large community. To do this part, every citizen must be able to grasp the idea of government.

The value of scientific method has been felt so important by all educators that all first class high schools today must have laboratories for experimentation. The field of natural science is opened up to some extent to the child in the grades, through Nature Study. But there is also the great field of human science which all should know. Prof. Keatinge has said, "The youth may never again see a test tube or a balance after leaving school, but he cannot fail to be brought into contact with men. On no single occasion in his life may he have to draw an inference from his physical surroundings, but he cannot escape the necessity of making up his mind about his fellow creatures. His success in life will probably depend upon the ease and correctness with which he observes words, both written and spoken, and draws inferences from them. He will on countless occasions need to analyze documents, to abstract them and to compare them; he will seldom be freed from the necessity of inferring motives from actions and character from deeds; and it is precisely to these classes of mental operations and to familiarity with these factors in human life, that school history, if properly conceived, and the history lesson, if properly conducted, will introduce him."

History furnishes the material for this kind of laboratory work in human science. The biographical study gives knowledge of human nature and the possibility of "inferring motives from actions," and this, when made an intense study, gives power to apply in life. History material is rich in documents which can be analyzed, and the student's analysis can be compared with the record of events to show how clearly he was able to interpret the effects of such a document. The study of sources of history furnish much of this laboratory material. This ability, which students acquire in handling history material, is tested, in a well conducted history class, by present day current events. Many newspaper statements have to be analyzed and local and national plans considered. If a student is studying the revolution, through mechanical devices, in industries in the nineteenth century he is shown how to read commercial reports of his own country and to arrive at an intelligent opinion concerning trade relations between countries. This power to correctly analyze and interpret must precede constructive power. We have no schools or colleges with courses to train for diplomatic service of our country. Our counsels and ambassadors must be to a large extent self-taught, but it is safe to say that no one who would be a success in such a position who has not been an ardent student of history.

These are a few of the great values of the study of history. It is "the Literature of power"; it furnishes inspiration as no other subject can. It is the "one science of reality", it can be so taught that scientific method is secured for dealing with human relations, and it gives also the explanation of the present nations and civilized institutions.

In a smaller way the study of history furnishes the background for culture. Not to know the great personages of history and the great events of the world's history is to be ranked as unlearned in social circles. Much of literature is meaningless without the historical background. Our social customs and prejudices are often explained, and reforms often take place, only when a knowledge of the origin and growth of an institution or custom reveals its inadequacy to present conditions.

Modern history gives larger space to the records of the world's workers and how they have lived and what they have thought, and to how improved methods of work and mechanical devices have altered their lives. This side of history study is recent, but is one of the most important in our own country. The best relations between workers with brawn and workers with brain are not yet known, and the relations of these two to the person who merely furnishes the capital for the work form some of the most vexed problems of our nation. Yet here too, the solution cannot ignore the history of the workers of the past.

History, according to Prof. James H. Robinson, is "All that we



MODEL OF THE GUTENBERG PRINTING PRESS

First used in the fifteenth century. Students use this press in recitation for illustrative purposes.

know about every thing that man has ever done, or thought, or hoped or felt. It is the limitless science of past human affairs." Our selection of that part of the past for intensive study depends on our especial needs. The courses offered in the Normal are planned to furnish the broad general view and also the intensive training of one who aims not to know only, but to teach others how to know.

---

## MISSOURI STATE HISTORY

---

Recent development in the study and organization of material in the field of history, like that in other subjects of the curriculum, has tended toward that which is of most practical value. Historians now generally agree that the object of the study of history is to enable the individual to better understand and adjust himself to the civilization in which he lives. This aim as a standard for measuring the value of historical material has caused many changes and shifting of emphasis. For example, the detailed accounts of the campaigns of Washington in the Revolutionary war, once considered of the highest value, have been left out of the later texts and detailed accounts of the social and industrial movements, such as the invention of the cotton-gin and the subsequent development of the South, have taken their place.

One of the latest phases of this general movement is the added emphasis that is being given to the study of local and state history. The new aim in history has caused men to see that the historic background of a community or state determines largely the ideas, thoughts, and consequent actions of the individuals today in that community or state. Therefore, a correct understanding of that historic background is clearly necessary to any one who would consciously and intelligently guide his activities in the community, or help to guide or lead the community activities.

All persons see the world from a particular view point and the historian is no exception. The viewpoint of our American history writers has been the local viewpoint of New England and they have the New England historic background either by education or birth, or both. The result is that our boys and girls and their teachers, as well, see things historically from the New England standpoint. Suppose a pupil, or teacher either, in our Missouri schools were asked: "What man made a long journey westward in the face of many obstacles and dangers, and opened up our land to civilization?" The answer would probably be Christopher Columbus because the Missouri teachers and pupils think like the Eastern text book writers and they seldom mention Daniel Boone who lead the great western pioneer movement

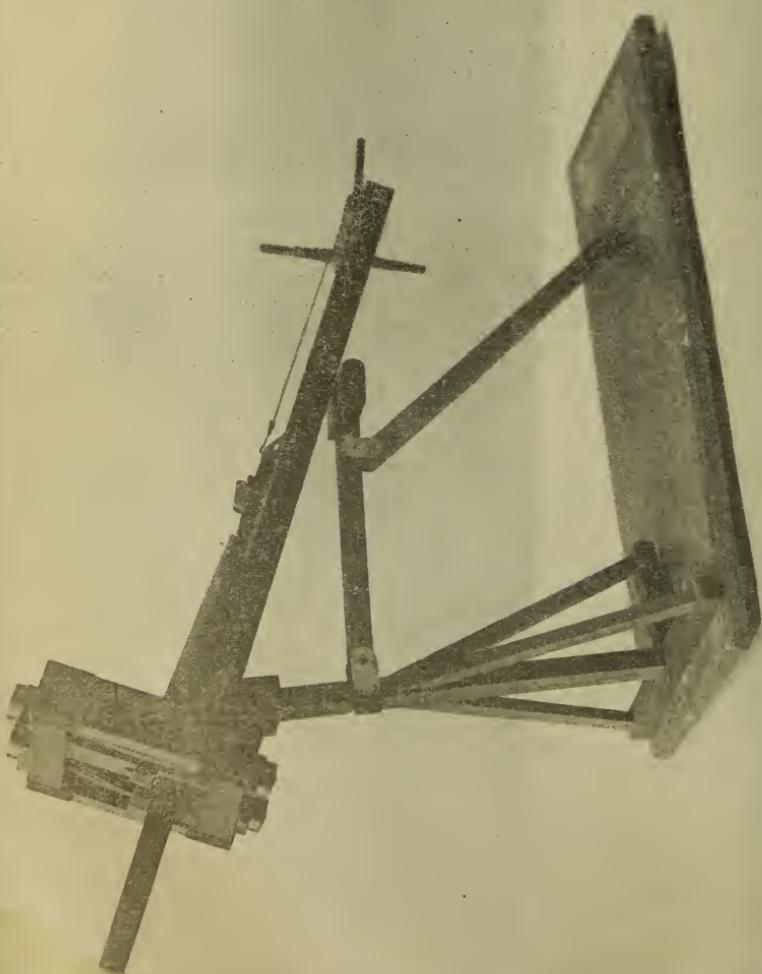
which gave Missouri to the English civilization. Suppose the question were to be; "What despotic king once ruled this land?" The answer undoubtedly would be George III. But as a matter of fact, neither George III nor any other English king ever exercised for a single moment sovereignty over the territory which is now Missouri. On the other hand, Louis XIV and Louis XV of France, by royal edict, established the laws that governed the country for a century during which time French manners and customs became thoroughly established in Missouri. But the New England writers of American history text books seldom mention these facts and doubtless few of them know that today there still exists in Missouri one of the old common fields containing nine thousand acres of richer soil than New England ever possessed; and that the commoners still meet on the first Sunday in each year, as was the custom under the French regime, and make the necessary arrangements for the management of their common property. Finally, suppose the question were; "What band of zealous religious people made a journey many hundreds of miles to the westward and founded a settlement in an unknown country in order that they might worship God according to the dictates of their own conscience?" Our New England trained Missouri teachers and pupils of history would without hesitation answer: "The Pilgrim Fathers". But none of the Pilgrim Fathers and few of their descendants ever saw Missouri. Yet Missouri teachers and pupils have little opportunity to study the history of their own state and could hardly be expected to know that in Missouri the correct answer to the above question would be; "The Mormons", that the Mormons settled in Missouri, and that it was only after a severe contest of years accompanied by considerable bloodshed that these people were driven from Missouri soil and our state saved from the religious and social position of Utah.

All the reasons for the study and general diffusion of the knowledge of local and state history applies with special force to Missouri state history, and in addition there are a number of reasons why such a study is of first importance. Probably when the history of the American people is viewed from all the possible angles it will be conceded by National historians that the most important movement has been the great western pioneer movement, which redeemed the continent from savagery and planted here the present civilization. This westward movement was comparatively general from north to south until the Mississippi river was reached. The Mississippi for a time checked the advance and when finally the great river barrier was crossed geographical conditions determined that Missouri was to be the vanguard of civilization thrust across the river. For many years Missouri remained a peninsula of civilization extending out into the unsettled land west of the Mississippi.

Probably the most difficult question that our national statesmen were ever compelled to face was the slavery question, with the prob-

MODEL OF A CATAPULT

A massive crossbow used by the Greeks and Romans to throw stones and arrows. This machine throws an iron-pointed shaft across a room with force and accuracy.



lems growing out of it. Again, Missouri occupied a peculiarly prominent position. In the development of slavery Missouri again became a peninsula. This time a peninsula of slave territory extending northward into free territory. The first great contest between the slavery and anti-slavery forces was fought over Missouri's admission and ever afterwards she was prominent in the contest. Thus Missouri history is of special interest (probably equal to or greater than that of New England) in the study of our national history. At the same time, Missouri's central location, early development, and prominence in national history make its history of first importance in the history of the whole central and western portion of the United States. Missouri, in a sense, became a mother state to many of the central and western states. Especially is that true of Texas, California, Washington, Oregon, and Oklahoma.

If the aim of the study of history is to enable the individual to understand the civilization in which he lives, to know why he does the things he does do, and to correct conditions that are no longer conducive to the best development of himself and his fellows; then Missouri state history is certainly worth while for Missouri people. The great majority of the boys and girls who fill our schools were born in Missouri and will live and die here. Their prosperity is bound up with the social, industrial, and political conditions of the state. These conditions are largely what they are because of the local and state historic background. Our future, as a state and as individuals, along these lines lies in the hands of these same boys and girls and will depend largely upon their knowledge of local and state history.

For example, the Missouri Supreme Court is far behind with its work, so far that several years are required for a case to be passed upon unless it is advanced upon the docket. Our court procedure is slow and justice is hampered by many delays. Jurists tell us that prominent among the reasons for this condition are the constitutional limitations placed upon our judiciary and the extensive field of individual liberty provided for in our state constitution. Missouri history shows that the reconstruction period, by its harsh laws and unusually arbitrary court procedure, furnished reasons for these constitutional provisions; but it also shows that these reasons no longer exist. Thus the student of Missouri history instead of blaming our judges would seek to remedy the conditions by working for a revision of the constitution.

Again our cities are hampered in their development, our educational progress handicapped, and our state government hard pressed for revenue by the constitutional provisions concerning taxation. These constitutional tax limitations seem unreasonable; but here again a study of Missouri history shows that these provisions at one time were not only reasonable but necessary; that the taxation provisions of our constitution are the result of a reaction against excessive taxes of the reconstruction period and especially those taxes and bonds voted to

aid in the construction of railroads, many of which were never built after the bonds had been voted and sold. Thus again the student of Missouri history would favor a revision of the constitution as a remedy for the situation because the conditions which made these constitutional limitations necessary no longer exist.

In conclusion it would seem that if the new aim of history teaching is to be realized much that has formerly been considered important must be left out and much that has been considered of little or no importance must be included. In the latter class one very important group of material is that relating to local and state history. State history must become prominent, not with the view of teaching a patriotic love for our state as against our national government, as was advocated by the states rights enthusiast of the pre-civil war period; but it must be taught for the purpose of bringing about a better understanding of the social, industrial, and economic conditions of the community in which the individual lives. The contact of the state government with the individual is much closer and more vital in these fields than that of the national government; and state history becomes correspondingly closer and more vital when pursued with the new aim in view.

---

## POSSIBILITIES IN THE HISTORY COURSES

---

The student who comes to the Normal School will desire to study history. If he enters the Elementary Course three years work in history are required, but he will probably elect more. He will do this because he goes to school to secure a better understanding of this world in which we live; and the present can only be explained by the past.

The first study is of a little sea-washed and sun-kissed country on the northern shore of the Mediterranean, where the civilization of the world began. For Greece first gave to the world great artists, great poets, great orators, and great statesmen, and great historians who recorded the deeds of these great men. This will be a study, not of events that are useless and dates that are dry but of conditions and institutions that carry over into our present day life.

In the second quarter the student will see how Rome not only preserved what Greece had attained but how she added institutions which are still used in Europe and America. This is called Ancient history, but no student fails to see how intimately it is connected with the present.

Then follows a study of the Mediaeval period, in which the student sees how our own ancestors from the north of Europe first wondered

at and then assimilated the splendid civilization built up by Greece and Rome. The student will see also how our idea of public assemblies, of an elective monarchy, and of public recall all developed back in this time which we call mediaeval. The great contributions of Christianity are also emphasized in the further study of European history.

In the last quarter of European history the student is able to see how the monarchical idea of government destroyed feudalism and how this in turn gave way to the idea of nationalism. He will be ready to ask if the idea of nationalism, that we now hold so dear, may not sometime give way to yet another idea in government. Such are the problems that continually arise in the study of history.

When the student has finished the two years of work indicated he is free to choose for his third year either English history or American history and government. If he is determined to do no more history work than is absolutely required he should take American history and government. For American history is the most important of all to an American. This is especially true at the present time, when our country is expanding in commerce, in its diplomatic influence, and in all sorts of opportunities to its citizens. But if the student intends to elect some history, or to specialize in it, he should by all means take English history. This will give a background to the American history and government which he will take later. For example, he will see how the period which we usually call colonial history is in reality English history projected on the American continent.

The high school graduate who comes to the Normal School usually comes with three or four years of history. He has a foundation for the four years of college work offered that enables him to profit by and to enjoy all the history he takes. If he specializes in history he should do the work in advanced European and advanced American history and a course in the methods of teaching history. The special student in history is also required to do some work in Economics because it is so closely related to history. For the same reason he is also urged to do the quarter in Sociology. In fact, history is so closely related to every other subject taught that students find it easy to combine with this subject any other subject in which they are especially interested.

But whether the high school graduate specializes in history or not he should get the quarter's work offered in Missouri state history if possible. This is true, not simply because Missouri has a history of which every citizen may well be proud but because the state will touch his life a dozen times where the nation will touch it once. The average citizen rarely comes in contact with federal authority, save when he counts his money, and this is not a burden to the teacher.

The high school graduate has an opportunity in the range of history courses offered. In addition to the courses usually offered in colleges and universities the Normal School offers two courses in methods

of teaching history, one for the grades and one for prospective high school teachers. These courses are semi-professional and afford a good review of content as well as the best methods of presentation. A course in current history bridges the gap between the most recent texts and the present. In this course the political, social, industrial, educational and religious movements of the present time are studied and the student has an opportunity to become familiar with current problems of determining value. A course in Hebrew history affords the best of opportunities for an extension of Biblical knowledge and a strengthening of the religious side of a student's character. In the near future the Department will offer a course on the countries of South America. The value of such a course is apparent to all who realize the awakening of our neighbors to the south and the changes that may follow the European war and the opening of the Panama canal.

In a study of history a library\* is essential, for in it are the tools of the craft. The Normal School is especially fortunate in that its library contains 40,000 volumes, many of which are on history. Nor is this merely a miscellaneous collection of books, for it is a working library. In addition to this essential feature of historical work is a no less valuable list of magazines. One of the chief joys of the library to the student is the splendid opportunity for investigation on any line of human activity thru its books and magazines. An eminent critic has said that the books on history and the magazines taken afford the student one of the best chances for study in any school in the United States.

The new teaching of history implies the use of illustrative material. A few pictures showing the nature of some of this material appear in this bulletin, but the mass of this material cannot be listed here. The Department uses its own lantern and slides, its sand table for constructive work, its collection of wall pictures, coins, tablets and models. Students are free to use this material in practice teaching in the training school.

The Normal School offers eight years of work in history. This requires the entire attention of four professors, each of whom has secured a Master's degree in special preparation at some university. The co-operative spirit of these instructors, the wide range of subjects treated, and the excellent facilities for study offer advantages to students of this Normal School not found in institutions less well equipped.

C  
M 69 J. N. W. S  
1915 2/10

THE LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

• QUARTERLY BULLETIN •

# STATE NORMAL SCHOOL WARRENSBURG MISSOURI

OCTOBER 1915



UNIVERSITY OF ILLINOIS LIBRARY

NOV 24 1915

SPECIAL NUMBER BY THE  
TECHNICAL DEPARTMENTS



## QUARTERLY BULLETIN

# STATE NORMAL SCHOOL

SECOND DISTRICT

WARRENSBURG, MO.

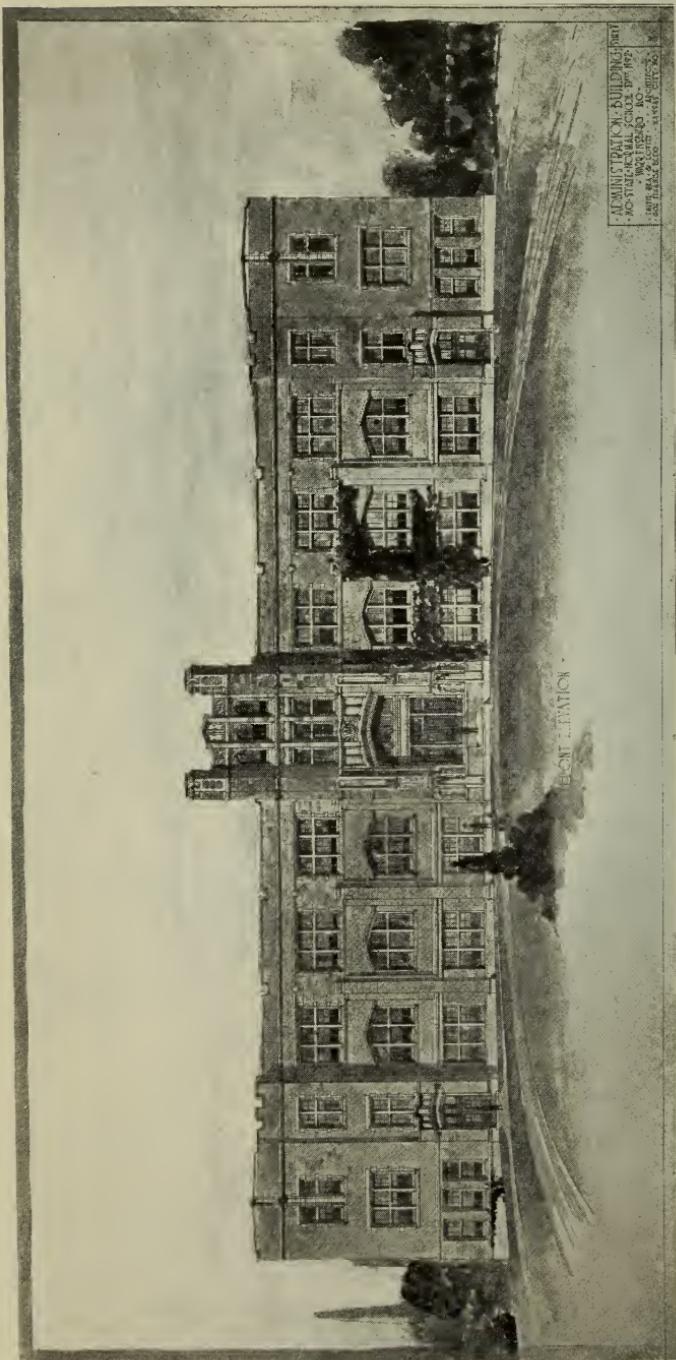
### TECHNICAL DEPARTMENTS

COMMERCE . . . . .	MR. ELLIS
FINE ARTS . . . . .	MISS SHANNON, MISS HARWOOD
HOUSEHOLD ARTS . . . . .	MISS NOWELL, MISS HARSELL
INDUSTRIAL ARTS . . . . .	MR. AHRENS, MR. DES COMBES
MUSIC . . . . .	MR. SOLOMON, MISS HINSELL, MISS JAMES, MISS DIXON, MR. MEYER

OCTOBER, 1915

PUBLISHED BY THE STATE NORMAL SCHOOL

Entered at the Post Office in Warrensburg, Mo.,  
as Second Class Mail Matter



ADMINISTRATION BUILDING  
The contract for this building has been let. It will be ready for occupancy September 1, 1916

## BOARD OF REGENTS

HON. H. A. GASS, State Superintendent of Public Schools, Ex-Officio.

TERM EXPIRES JANUARY, 1917.

W. L. P. BURNETT.....	Harrisonville
G. M. FOSTER.....	Warrensburg

TERM EXPIRES JANUARY, 1919.

C. A. KEITH.....	Lexington
N. M. BRADLEY.....	Warrensburg

TERM EXPIRES JANUARY, 1921.

W. F. QUIGLEY.....	Tipton
J. L. SPILLERS.....	Otterville

## OFFICERS

CHARLES A. KEITH.....	President of Board of Regents
W. F. QUIGLEY.....	Vice-President of Board of Regents
N. M. BRADLEY.....	Secretary of Board of Regents
MARCUS YOUNGS .....	Treasurer of Board of Regents
E. L. HENDRICKS.....	President of School

## **NORMAL CALENDAR**

Fall term begins .....	Tuesday, September 14, 1915
Fall term ends .....	Friday, December 3, 1915
Winter term begins.....	Monday, December 6, 1915
Winter term ends .....	Friday, March 3, 1916
Spring term begins .....	Monday, March 6, 1916
Spring term ends .....	Thursday, May 25, 1916
Summer term begins .....	Tuesday, May 30, 1916
Summer term ends .....	Saturday, August 5, 1916

## **HOLIDAYS**

Thanksgiving recess .....	November 24 to November 29, 1915
Christmas vacation .....	December 24 to January 4, 1916

## **NORMAL DISTRICT EVENTS**

Inter-High School Scholarship Contest .....	April 13, 1916
Inter-High School Declamatory Contest .....	April 14, 1916
Inter-High School Latin Contest .....	April 15, 1916
Inter-High School Track and Field Meet.....	April 15, 1916

## **COMMENCEMENT EXERCISES**

Annual Sermon .....	Sunday, May 21, 1916
Class Day Exercises.....	Tuesday, May 23, 1916
Alumni Class Day Exercises and Reunion....	Wednesday, May 24, 1916
Commencement .....	Thursday, May 25, 1916

## ANNOUNCEMENTS

The loyalty shown the Normal School following the loss of the buildings by fire is sustained. The school is now serving over seven hundred and fifty students, and the spirit of students, faculty, and friends is worthy of the best traditions of the school. The new library numbers twenty thousand well selected volumes; apparatus has been secured for the professional, academic, and technical departments; two new buildings are approaching completion, and the contract for the splendid main building will be let on November second.

The winter quarter, which begins December 6th, is a good time to enroll. A full academic year may be obtained by remaining thru the summer. This would enable a student with two years' of high school work to secure a Rural School Certificate, or a first-class four-year high school graduate to receive the Regent's Certificate. The life diploma is granted after two years (sixty hours work) above high school; a diploma to teach in high school is granted on the completion of ninety hours and the degree of B. S. in Education on the completion of 120 hours above high school. Thus four years of college grade work is obtainable.

The school fees consist of a charge of \$6.00 for incidentals, \$1.00 for gymnasium, 50 cents for laboratory in the science and technical departments, and \$4.00 for text-books. Of the last charge, \$3.00 is returned. Some reduction is made if these fees are paid a year in advance. The cost of text-books is \$1.00 a year, as indicated. This saves the student about \$15.00, and also enables him to use several texts on the same subject when desirable. Board and rooms may be secured at reasonable rates. New students are met at the trains and directed to the Dean of Women, who gives every assistance in securing good rooming and boarding places. Additional information will be gladly given by the President of the institution.

## THE TECHNICAL ARTS

The purpose of this Bulletin is to present some of the educational values of the technical arts. It is well known that these subjects are claiming a place beside the traditional academic subjects in our courses of study. To learn to think and to appreciate thru action is one of our most approved and attractive educational doctrines. In truth, one may well ask if a teacher is professionally equipped for the humblest position in education if she knows nothing of the great mission of music and the fine arts, or if she is unaware of the value of the household and industrial arts.

Some work in the technical arts is required of all students in the Elementary and Rural School courses. Of the sixty hours of college work required for the diploma, ten may be in the technical arts; and the student who desires to specialize in this field may devote  $17\frac{1}{2}$  of the sixty hours to these subjects. If the student remains for the ninety or the one hundred and twenty hour diploma, the opportunities for specializing are yet greater. It is evident, therefore, that the technical arts have won recognition in this Normal School. We trust that the following presentation of their merits may prove them worthy of a place beside the traditionally honored subjects of our curriculum.

## DEPARTMENT OF COMMERCE.

### SOME REASONS FOR A BUSINESS COURSE

The schools in the earlier days were for the leisure class only. The courses offered were anything else than practical. Education consisted in delving into those subjects which required great meditation. Students kept aloof from the every day business affairs of life. Such a course failed to have a practical value to the various business pursuits of life. Sir Francis Bacon in his "Advancement of Learning," in commenting upon the practical value of the earlier schools, said: "The wisdom touching negotiation or business hath not hitherto been collected into writing, to the great derogation of learning and the professors of learning. For from this root springeth chiefly that note or opinion which by us is expressed in adage to this effect, 'that there is no great concurrence between learning and wisdom.' For of the three wisdoms which we have set down to pertain to civil life, wisdom of behaviour is by learned men for the most part despised as an inferior to virtue, and an enemy to meditation; for wisdom of government, they acquit themselves well when they are called to do it, but that happeneth to few; but for the wisdom of business wherein man's life is conversant, there be no books of it, except some few scattered advertisements, that have no proportion to the magnitude of this subject. For if books were written of this as the other, I doubt not but learned men with mean experience would excell men of long experience without learning and outshoot them in their own bow." Since Francis Bacon wrote the above paragraph in 1609, there have been great changes wrought in the way of business training. First this was brought about by the organization of private commercial schools exclusive for business training. This had disadvantages which were equal in magnitude to those of the earlier schools that did not teach business at all. This method tended to narrow the student down to one channel from which he could obtain his education. It omitted a broad education and gave him only

the technical training necessary to do the mechanical. Students were permitted to enter these courses with practically no prerequisites. This was the embryonic stage of the business courses. The demand for business training continued to grow and as a result business courses have been added by our high schools, and even our colleges and universities. When these courses were added to these institutions, they were correlated with other subjects, thereby permitting the student who takes a business course in these institutions to get the cultural along with the technical.

The Commerce Department of this Normal School has a twofold purpose: To prepare teachers to teach the commercial subjects in the various high schools of the state, and also to give those students who do not desire to teach these subjects a practical business education.

A student specializing in the Department of Commerce with a view of teaching commercial subjects in the high schools has two advantages. First, he has the training for a commercial teacher, and while following the occupation of teaching, he is furthering his business training in that he will have the advantages of studying and putting into use the more modern improvements used in the business world. Second, if at any time he wishes to enter a business career, his experience will be most valuable to him, and as Bacon has put it "he will be able to excell men with long experience without learning and outshoot them in their own bow."

Eight subjects are offered in the Department of Commerce: Shorthand, Typewriting, Bookkeeping, Penmanship, Commercial Law, Commercial Geography, Commercial Arithmetic and Commercial English. These subjects are very essential; and, for a well rounded business course, students should elect as many subjects from the Department of Economics as is possible. Such subjects as Economics, History of Economics and Public Finance are most valuable to students specializing in the Department of Commerce. They open to the student a broader field in the study of commercial science.

Students preparing to teach in the rural districts of the state should not overlook the value of such subjects as penmanship, commercial arithmetic, and bookkeeping.

The following specimens were written by a class in penmanship. The first specimen was written the second day after entering school and the last one nine weeks later.

Specimens of my business penmanship  
June 8, 1915 Eliza Wooderson

Specimens of my business penmanship  
August 3, 1915 Eliza Wooderson

Specimens of my business pen  
June 8, 1915 A. R. Ream

Specimens of my business penmanship  
August 3, 1915 A. G. Ream

Specimens of my business pen  
June, 8, 1915 J. M. McCallister

Specimens of my business penmanship  
August 3, 1915 J. M. McCallister

Specimens of my business penmanship  
June 8, 1915 Orla Sargent

Specimens of my business penmanship  
August 3, 1915 Orla Sargent

Specimens of my business penmanship  
June Lena Moore

Specimens of my business penmanship  
August 3, 1915 Lena Moore

Specimens of my business penmanship  
June 8, 1915 Myrtle Talafarro

Specimens of my business penmanship  
August 3, 1915 Myrtle Talafarro

Specimens of my business penmanship  
June 8, 1915 Kathryn Marshall

Specimens of my business penmanship  
August 3, 1915 Kathryn Marshall

Specimens of my business penmanship  
June 8, 1915 Anna Love

Specimens of my business penmanship  
August 3, 1915 Anna Love

Though given little recognition in the State Course of Study, they are valuable. Penmanship, second only to speech, is often sadly neglected by teachers. Do not inflict upon your readers the painful task of reading a scrawly and illegible hand; or as Walt Mason has put it, "Do not try to write like Greeley until you have a Greeley's brain." Penmanship is a study as well as a practice. In teaching this subject we take a broad view; we correlate with good writing, a good position of the body, in order that the health may not be impaired by injury to the eyes from too close a view, or to the spine by poor position of the body. We teach the movement that enables the student to acquire a rapid, easy and tireless writing habit. The letter forms are studied, the lines that connect the various letters are practiced and studied until the student has a mental and lasting vision of the various letters and their connecting strokes. Our methods of teaching are such as enable the student to acquire an improved hand writing right from the start. Copies appearing elsewhere in this Bulletin will give some idea of the improvement that is possible in a term of twelve weeks.

Many students who enter the Normal write well; but even these students need the course that they may be able to teach it. It is possible to write well and at the same time not be able to teach others; hence each student who enters the Normal should take two or more terms of penmanship.

Our students should not overlook the importance of Commercial Arithmetic. This subject is designed to meet the requirements of practical accounting. Most students know how to factor, find the least and greatest common divisor, etc., but, if practical problems requiring the same process of computation are used, they are unable to solve them. There is a wide difference between the theoretical and the practical in mathematics.

Bookkeeping, an art of the earliest ages, has increased in importance until now it enters into the life of most every individual in some manner or other. Aside from the practical value and the value in knowing debits and credits of accounting, it is a subject requiring much care and neatness. We have taken the "blue ribbon" at the State Fair each year that we have submitted our bookkeeping work.

Shorthand and Typewriting have both a cultural and a practical value. Shorthand, like bookkeeping, is an ancient art, having been used as early as 100 A. D. There is, perhaps, no other assistance so great for the pronouncing of words as a knowledge of shorthand. Not even the dictionary can make it more distinct, for only the word sound is written. It helps one's spelling and gives one a better knowledge of the English words than most any other subject. It has a value far beyond its use in reporting. It is most valuable for note taking or for memoranda that one may wish to make. President Wilson is a shorthand writer; and it is said that all his memoranda are written in the most carefully executed shorthand notes. Persons interviewing the President find their statements taken down in shorthand by him.

Touch typewriting—practical, fascinating and educational—plays no little importance in the department. Its educational value is that of training the concentration of thought. The subject is a mental study; it is training the mind to train the fingers to act at the command of the mind, and to act at the moment of command.

While, perhaps, every student realizes the full value of a Business Education, this brief explanation will make clearer the real importance of its educational value as well as its practical value. Students interested in knowing more about this work address the Head of the Department of Commerce for further information.

## DEPARTMENT OF FINE ARTS

Drawing is not a required subject in the public schools of our state. In many places superintendents have introduced some art work, but the large majority of high school graduates, outside of city schools, have had very little art education.

Drawing is not required of students who enter the Normal from first class high schools. Consequently, over two-thirds of these students are graduated without having had any work in subjects which are of vital importance in teaching not only Drawing, but almost every other subject in the school curriculum.

A very strange idea seems to prevail in regard to art education, which the following remarks, made by students in our Normal School, serve to illustrate:

“Art is for girls, not for boys.”

“I can never learn to make pictures, why should I waste time and spend money on materials?”

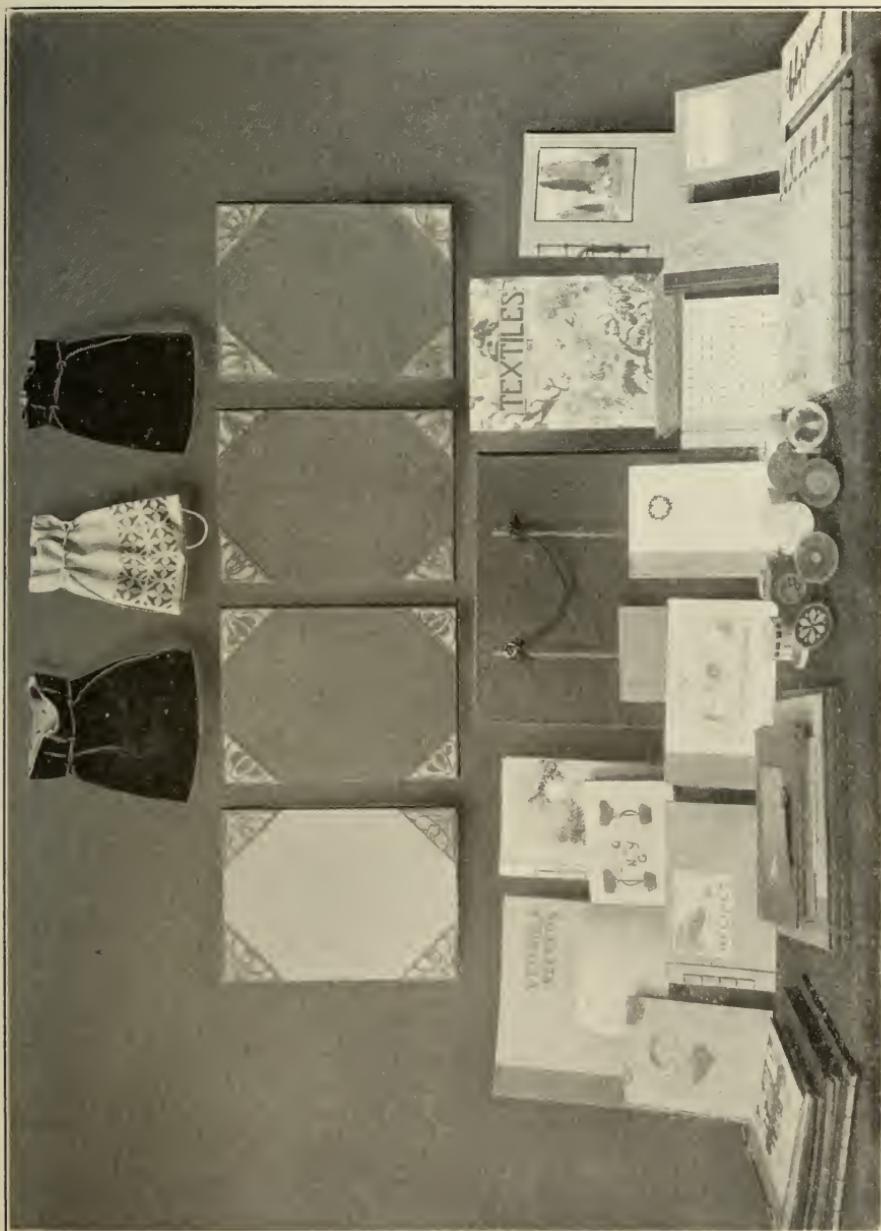
“If I had any *talent*, I would take work in the Fine Arts Department.”

“I never expect to teach *painting*—why should I study it?”

And this time-honored, best beloved of all expressions: “I can’t draw a straight line, or I might come into the department for work.”

Perhaps there is some excuse for such remarks when we consider the fact that for many years the practical side of art training was neglected. Until recent years, it was considered a separate and distinct subject, fit only for those who possess the so-called “talent” for “making pictures.”

It is the aim of this article to give some idea of the real purpose of the courses given in the Fine Arts Department of this school.



We believe, with Mr. Arthur W. Dow, of Columbia University, New York, that the true purpose of art teaching is the education of the people for appreciation, and that good drawing results from trained judgment, not from the making of fac-similes.

We aim to cultivate a love for the beautiful, and a desire for better surroundings, as well as the power of appreciation of what is good. We aim to teach students how to *use* the knowledge obtained in the department, in making better school rooms, homes, and cities. We aim to teach them how to dress better, study better, teach better, live better. We believe that *every* student has the power of appreciation within him. How shall we reach it?

The following brief descriptions will help to illustrate the method of presenting some of the work which is offered in the department.

Students are first taught to make very simple harmonies by means of drawing, design and painting. The fundamental principles of composition are studied and the structural principles, line, value, and color are emphasized thruout the course. Thru the study of line the student learns beauty of contour and fine space relations.

This knowledge is applied in the Interior Decoration class by the study of furniture, the breaking up of wall areas by vertical and horizontal lines, good lines in doors and windows, the framing of pictures, and in numerous other ways.

Costume design also furnishes excellent opportunity for line study. When fine space relations are understood, the student knows how to analyze costumes and is materially helped in the choice of good costumes.

Thruout all of the courses, opportunity is given to study values, or the contrast of light and dark, and hue, value, and intensity of color.

One may have a certain amount of inborn good taste, but to be able to select colors that are harmonious and to know *why* they are so not only gives great delight, but saves time and money when one desires to furnish a home, paint a house or buy a costume.

Nature is the source of most of the work in Design. Almost *everyone* has felt the charm of light and dark in

color in nature; but the student who is able to make practical application of the inspiration that comes from constant study of nature and who understands the structural elements underlying such beauty is fortunate indeed.

Another phase of art education that is most practical and valuable, is the work in "Lettering." The classes in lettering are taught how to make posters, programs, book covers, etc., and the numerous calls for posters show that this work is useful to many other departments in the school. The school annual offers fine opportunity for this problem. This study also involves space relations and good composition of the page whether it be for a letter, a note book, or an English composition.

Book-binding involves a study of the same structural principles of design; and thruout the course opportunity is given to study good books, to create good books and certainly to *appreciate good books*.

The method of presenting practical work in public school drawing courses and the care and use of materials are a part of the theory course. Many teachers who can neither draw nor paint may be able to get good results from the children in the design and handwork courses.

The influence of the training in the Fine Arts Department should be very far-reaching. A few concrete examples will serve to illustrate.

A photographer may know all about a camera, about developing films and printing pictures; but, if he knows to watch for good contrast of light and dark in posing a subject, and how to get the best possible composition, the results may be as beautiful as Rembrandt's paintings. A mechanic may be able to paint a house; but, if he knows hue, value and intensity of color, he can get results so harmonious that his services will be in great demand. A milliner may be able to make a hat; but, if she knows the structural principles of composition, she will be able to make hats that are appropriate for her customers, and surely the study of color would be of valuable assistance to her.

The grade teacher who has a thorough understanding of the principles of design and composition can awaken in the children a desire to do better work in any subject which she is endeavoring to teach. She will know how to culti-

vate the mind, how to make the children think in an orderly way, and how to utilize the power that is within them. It is not fair to the child that no opportunity be given him to develop the power of appreciation; and no teacher can give him the right kind of training without first understanding the subject herself.

The teacher of the Rural School can make use of her art education perhaps even better than the city teacher. There is such an abundance of material right at her door.

Using plant form for her inspiration, she can work out simple problems in design, studying color properties and the rhythm of line found in plants. The girls can make costumes for paper dolls, applying color schemes from nature, and the boys can plan a room, or perhaps make the wall coverings for a doll house.

Where the teacher has a number of classes, busy work is absolutely essential. Book-binding problems, paper cutting, illustrative material and picture study furnish excellent opportunities for the right kind of seat work.

The constructive analysis given boys and girls in the art course is the same kind of constructive analysis the teacher herself has gained in the psychological laboratory. The mental processes used in solving a problem are the same that must be used in the construction of a well proportioned room. The power of appreciation does not come by drawing alone, nor does it come by reading facts about art, but by constant practice of the principles we have just considered.

Step by step the children should be taught, by simple exercises which every teacher *can* give if she but understands what is meant by line, value, color, and the principles of good composition.

It is generally understood, by people who know, that no education today is considered well-rounded without training in the Fine Arts. The day is coming when such training will be a college entrance requirement. The Normal offers many courses which should be of interest to any student who expects to become a teacher. They are outlined and described in the Annual Catalog.

## HOME ECONOMICS DEPARTMENT

### SCOPE OF THE COURSE

The underlying thought in all work in Home Economics is the improvement of homes and home-life, not only by improving conditions in the immediate environment of the home, but by giving the individual such a knowledge of his social relationship and responsibilities that the general level of human welfare will be improved.

It is estimated that \$15,000,000,000 are spent annually in the United States in household maintenance for food, shelter and clothing, etc. Take from this the sum of \$2,500,000,000 spent mostly by men for tobacco, drinks, etc., and there will remain \$12,500,000 for household maintenance. Over this woman has more or less control. Were this amount of money to be expended in any other business, the spenders of such funds would be required to have a course of training to fit them for wise expenditure; but the average man or woman has not had such training. They have no standards by which to determine whether an article as advertised will be of use in the household. In most cases, women are practically without knowledge of money value, cost of production, material for clothing or household furnishings, and of the essentials of a sanitary and convenient home; and above all the average woman knows practically nothing of the nutritive value of foods or the relative cost of them. She spends as her mother spent.

The courses in Home Economics offer training to students in the knowledge and use of materials and processes of work which will enable them not only to conduct their homes on a scientific basis from the standpoint of health, but will enable them to spend their incomes wisely for the essentials of life.

The principles of food preparation and the principles of garment construction are important; but it is equally important to understand the principles of selection of materials for food, clothing and shelter. What the results would be if the home environment were on a scientific basis can only be guessed, but there is sufficient evidence to show



GARMENTS MADE BY A STUDENT, HOUSEHOLD ARTS

that the saving would be enormous were women trained in their chief business.

The courses, which are offered in the Home Economics work in this Normal School endeavor to relate the technique of food preparation and garment construction to those vital and broader interests. The courses dealing with food take up the selection, costs, food values, uses, preparation and serving of food. The courses dealing with clothing consider the manufacture of cloth, selection of fabrics, costs, uses and problems in the ready-made clothing in its relations to the home as well as in dress design and dress construction. The courses dealing with the home consider the home as a unit in its relation to society, the home as an institution in its relation to the work of women, and the home as an organization requiring scientific management.

#### RELATION OF HOME ECONOMICS TO OTHER SUBJECTS

It is said that the average woman does not like physics or chemistry and is not likely to succeed in those subjects. When a woman finds that the principles of science apply to her every day life, and she begins to comprehend their relationship, her interest awakens not only in the science, but in the task itself. She becomes interested in physics because she is interested in light, heat, and electricity as they are used in the equipment of her house, also because it explains pumps, vacuum cleaners, fireless cookers, kitchen ranges, furnaces, power washers, separators, etc. Chemistry soon makes a strong appeal for the information it renders on cleaning, cooking, nutrition, and other processes. Biology gives knowledge of, and respect for, life and the laws of life. Drawing is a part of the course of study because art is as well expressed in dress, house construction and house furnishing as in the making of pictures. Many applications of the principles of art to the home and to simple and effective clothing are to be found in the work of Home Economics. Political science meets the needs of men engaged in business, corporations, railroads, municipal control, etc. All these look to economics for foundation principles. Their need is recognized because of their wide financial interests. If over \$12,000,-000,000 is spent annually by women in the homes, then it is apparent that a knowledge of economic principles should be

as necessary for the judicial spending of money as for the earning of it.

#### PURPOSE OF THE COURSE

The courses are planned to meet the needs of three classes of students:

First, those students who are preparing themselves to teach Home Economics in the grades and in the high school. Since Home Economics has come to have a recognized place in the public school curriculum (in some states the teaching of Home Economics in public schools is required by law), the problem of how it is to be taught in the schools is an important one. The subjects to be presented, the place of the courses in the school program and the financing of the work must be determined.

It is now generally agreed that the teaching of sewing, cooking, and sanitation should be commenced before the girl reaches the secondary school. The courses which are offered endeavor to train the teacher to give that emphasis to cooking, sewing, and sanitation which will result in clean, well-kept homes, in which all members of the family coöperate.

Second, the work aims to meet the needs of those persons who recognize the relation of Home Economics to other subjects; for example, foods may be considered in nature study or physiology. Cooking may be made the means of introducing the hot lunch; hence it may serve the purpose of developing the school as a social center; or it may be used to create interest in home work and credits for home work. Sewing may be used to arouse an interest in beautifying the school. Instruction in sanitation may be the means of developing more interest in schools and school surroundings. These correlations may serve to bring about an appreciation on the part of the school board which will be the means of obtaining regular instruction in Home Economics in the school.



DRESS MADE BY A STUDENT IN HOUSEHOLD ARTS.

Last, the work is planned for those students who desire Home Economics instruction as a liberal education.

## DEPARTMENT OF INDUSTRIAL ARTS

“Man is a tool-using animal. He can devise tools, use tools:—with these the granite mountain melts into light dust before him; he kneads glowing iron, as if it were soft paste; seas are his smooth highway, winds and fire his unwearying steeds. Nowhere do you find him without tools; without tools he is nothing, with tools he is all.”—THOMAS CARLYLE.

“If we broaden our own ideal of what education should accomplish, if we develop our public school system so that its advantages may be extended to every youth employed in manual work, until he be given an intellectual outlook upon his work and an intellectual interest in the development of manual skill, we do much for our commercial future, much for our social welfare, and much for the permanent establishment of contented prosperity.”—FRANK A. VANDERLIP.

### PURPOSE OF THE DEPARTMENT.

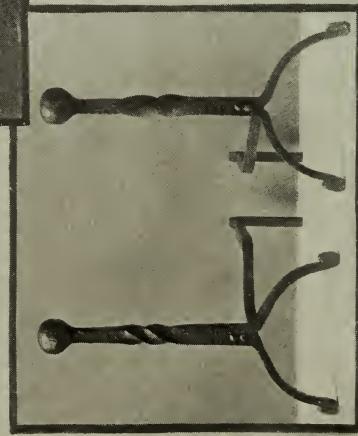
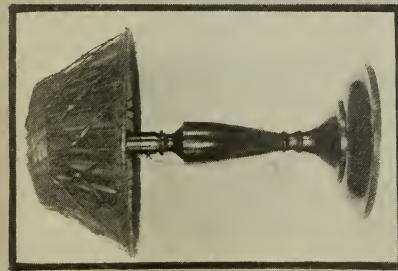
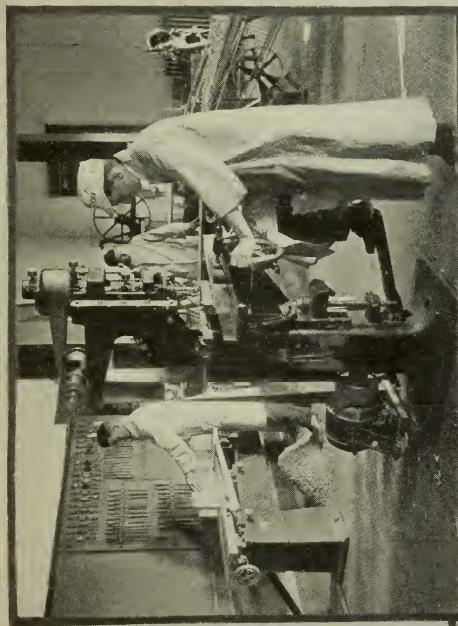
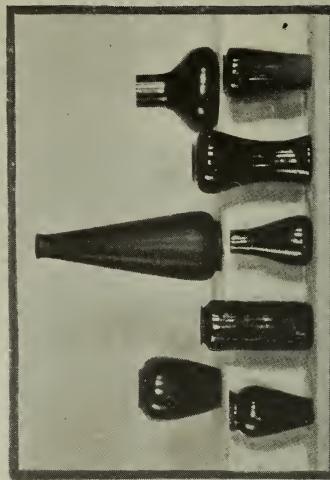
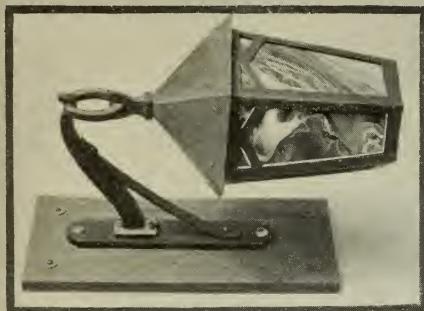
The department of Industrial Arts has a two-fold purpose; first, to provide general culture thru its various courses for those seeking an understanding of the industries and industrial processes involved in the manipulation of tools and materials in the practical arts, and to develop an appreciation for intelligently executed work and the worker as a contributor to the world’s material good. Second, the department trains men to teach and direct the instruction of Industrial Arts in the public school. This school is well prepared thru its courses of study and its equipment to fulfill its aims; and the success of its graduates testifies to this efficiency.

### THE TRAINED TEACHER.

The day of the trained teacher is here. The time was when men with little skill of hand and ability to “make things” were employed to teach manual training in the public schools. Mere hand skill is not enough. Teaching is an art and must be studied as such. The manual arts, or man-

INDUSTRIAL ARTS DEPARTMENT

1. Turned Mahogany Electric Lamp
2. Machine Woodworking
3. Design in Steel Metal and Forging
4. Andirons. Problem in Forging
5. Student Demonstrating
6. Pottery



ual training, is no more the formal tool exercise and "stunt" performance in wood or metal. The arts and industries of real life have been brought over into the school and elevated for educational purposes. The teacher of the Industrial Arts must be a well-trained and experienced man. He must know tools and how to use them; he must be skilled as a craftsman; he must be conversant with the materials used in the arts, their nature and value; he must know the best methods of construction, and in every way show intelligence and control over his material. He should know something of the industrial affairs, and the social and economic bearing of the industries on life. He should know how the human mind works. He should know the best methods of class-room procedure. This knowledge can only be gained by formal school-training and by practical experience. The young man with practical experience in the trades has a most excellent back-ground against which to project his formal school training in preparing to teach woodworking, metal working, or mechanical drawing. The young man who has only the formal school training in the Industrial Arts should by all means get the spirit and method of the shop. Mere visits are not enough. Some time must be served in the shops.

The demand for well-trained teachers exceeds the supply.

A two-year and a three-year course are offered. Young men with high school training equivalent to a four-year high school course may qualify.

The salaries paid Industrial Arts teachers varies with the amount of preparation and experience. The salaries range from seventy-five to one hundred dollars a month for inexperienced teachers. Experienced teachers command considerable more.

A fact of importance, not to be overlooked, is that the training a young man gets in the Industrial Arts fits him for more than teaching school. Any time teaching becomes distasteful and the tenure of office uncertain, there are open to him other vocations for which his training has well fitted him.

## WORK OFFERED IN THE INDUSTRIAL ARTS DEPARTMENT

The subjects offered in the Industrial Arts department are grouped under the following heads:

1. Industrial Arts Education.
2. Industrial Drawing and Design.
3. Woodworking.
4. Metalworking.

### INDUSTRIAL ARTS EDUCATION.

At present there are three specific courses which deal with the educational significance of the practical arts in education and with their supervision and control. However, in all the courses, the fact is never lost sight of that students are being prepared to teach, and, whenever an opportunity presents itself, attention is called to some method of classroom procedure in connection with the subject matter in hand. When an illustration is made in this way the theory or method is rendered more real and the teaching more vital. In all classes the students are made aware of the conditions which are likely to confront them and how best to cope with these conditions in a practical way. By a close correlation of the shop-work with the theory of teaching are the best results obtained. The training of teachers is a practical problem and must be met in a practical way.

The specific courses which deal with the educational features of the arts give attention to all forms of handwork usually carried on in the elementary grades, as work in paper and cardboard, clay as in pottery, and the textile crafts. The relation of these activities to other school work and to life is studied; lesson plans are made; and courses for the different years in elementary town and rural school are outlined. The history of the manual training movement, its rise and development at home and abroad, the present tendencies along vocational and industrial lines, the teaching of trades at public expense, part-time schools, etc., and other aspects of the forward movement in education endeavor are studied that the student may have a broad conception of the purpose of education in fitting all classes of people for life's several duties. What is most significant in current literature bearing on the problems of industrial education is read and

the students make reports of articles found in magazines, state and federal reports, and the publications of educational societies. Problems of organization and supervision of the practical arts in school systems are dealt with in as concrete a manner as possible. Shop equipment, shop layouts, schedules and sequences of courses, the daily program, all these and others are designed to acquaint the student with real condition likely to be met with in practice.

#### INDUSTRIAL DRAWING AND DESIGN.

Mechanical drawing is the basis of all construction. It is a language, a form of expression. It has its rules and principles. Drawing accompanies construction. Because of this fact, chief emphasis is placed on the working drawing as being the most valuable form of mechanical drawing. The students do not waste time drawing useless geometrical problems. From the beginning students are required to make drawings of things to be constructed in the shops; the rules and mechanical conventions follow in natural sequence as they are required in the work. Skill is an end sought after and a high standard of draughtsmanship is maintained. Tracing and Blue Printing are features not neglected; and close correlation of drawing room and shop exists.

A knowledge of the elements of architectural drawing should be common to all. What is more practical than to be able to read house plans and set down on paper one's ideas concerning the arrangement of rooms in a dwelling house? The course in this phase of drawing deals with the conventions used in ordinary building, and such work is undertaken which will impart a working knowledge of the fundamental problems of house building.

Originality in design and execution is a feature sought. When a table or chair is to be made, it is not just a table or a chair to be executed, but a particular table, a particular chair for a particular purpose. Hence, the student is set to design furniture for different purposes. At present we are manufacturing considerable laboratory furniture. Under guidance, the students draw plans embodying the essential features; and, by careful study of the designs submitted, the class as a whole goes to work afresh and the result is in

time a highly satisfactory table meeting particular requirements. It is believed that in this way the work is not only more interesting but much more profitable. In this way pottery is also designed and anything else to be executed in other materials than wood or clay.

#### WOODWORKING.

The department is constantly adding to its equipment. In addition to many individual woodworking benches complete with full sets of tools, this department has installed woodworking machinery of the latest type. Each machine is driven by a separate motor. The following are recent additions:—24-inch surfacer, 12-inch pointer, 30-inch band saw, double arbor universal saw table, and mortising machine. There are also woodturning lathes with individual motor headstocks, and a universal oilstone tool grinder, motor driven. The equipment is very complete for woodworking.

There are a number of courses in woodworking. The elementary courses deal with the kind of work best suited to the needs of the upper grades of the public schools, the advanced courses illustrate what is possible in high schools and special schools. Lectures and demonstrations setting forth correct tool practice usually precede the use of a tool. A study of woods and wood finishing forms a big part of the instruction, together with a consideration of methods of construction. So practical is the work in the Industrial Arts Department that the students are at present building much of the furniture to be used in this Normal School. To better cope with the greater demands made on our facilities, the department had to enlarge its quarters. An annex to the Industrial Arts building is the result. The building was erected by the students. It provides two additional rooms, one for the assembling of the furniture, the other for putting high grade commercial finishes on the furniture.

#### METALWORKING.

Two lines of metal work are carried on at present. One is sheet metal work, the other is forging wrought iron and tool steel.

The sheet metal work, sometimes called art metal work, is designed to create an appreciation for what is good and appropriate in metal things. So many things are made of metal that we should have an understanding of metal, its nature and its possibilities as well as its limitation in the useful arts. Sheet metal work in copper, brass, and silver affords a most excellent medium for the cultivation of taste. Articles made of these metals are both useful and artistic.

The equipment for this work is very complete. Special benches were built for this form of work and all kinds of small tools are provided.

**Forging.** The forge shop is equipped with a full equipment of forges, anvils, hammers, tongs, fullers, swages, and small anvil tools. Bench tools and vises and an emery grinder are also included in this equipment.

For detailed statement of the courses see the Annual Catalog. For additional information concerning the opportunities offered in the field of teaching the Industrial Arts write to the Head of the Department.

## MUSIC DEPARTMENT

What a wonderful thing is music! It is one of the greatest educators in the world; it extends itself in every direction for the expression of all distinct sensations and shades of joy and suffering. It is a powerful factor in giving joy and happiness.

Music represents life instincts. It is a natural expression of human feelings and activities. Joy, the strongest life-giving emotion, can no better be expressed than through the medium of song. The little child naturally sings when he is happy. The instinct of song in him may be very imperfect. It is the school that can and ought to train this emotion so that he may have the higher mode of expressing his feelings. Music in its very nature is an inspiration for higher and better things. Through its medium the feelings may be expressed more clearly than in any other way. A person without deep emotion in life is satisfied with a dime novel or a coon song; but as his character develops, he is better able to understand Shakespeare and Beethoven.

Music is very closely related to all school activities. Take it away from physical culture and it is like removing the framework from a house; for the incentive is gone. Watch the child on the play ground and see how he enters into the game—with his whole heart and soul; he forgets himself completely and participates for the joy there is in it.

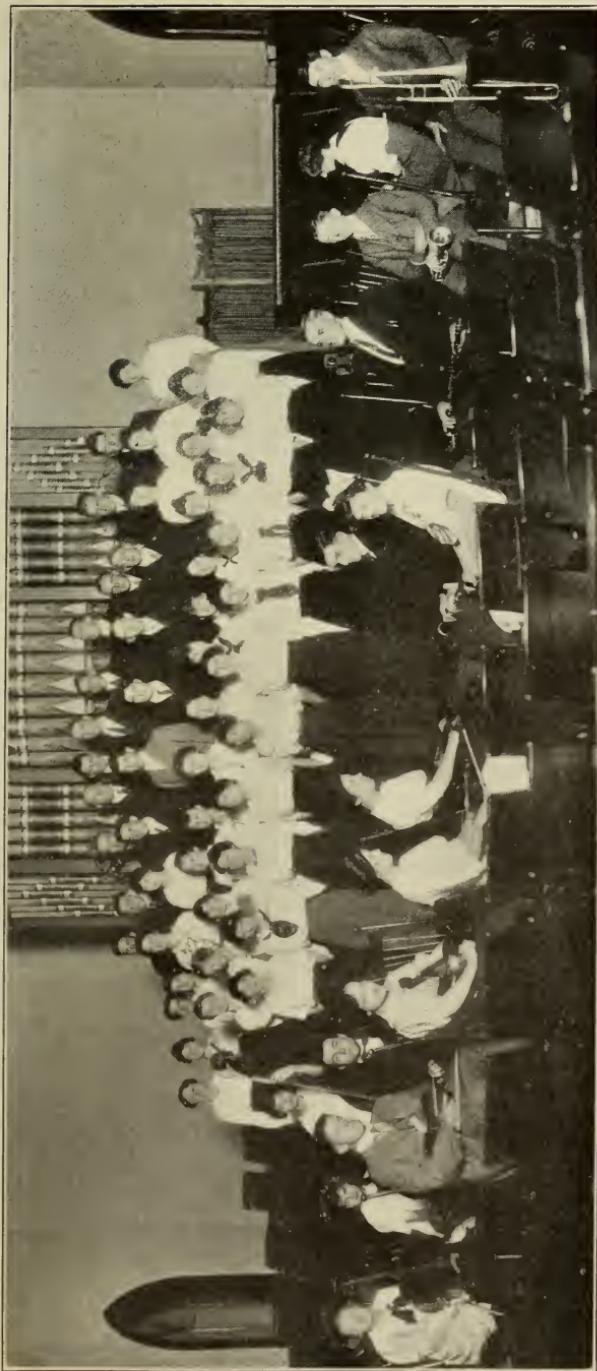
The moral and esthetic influence of music is admitted by all; therefore, a knowledge of its elements, at least, is of great value in our school life as well as in the home and social life. It is an important element of culture and a refining social influence.

The public schools should lay the foundation for music. To have a child musical he must be given an opportunity to study music as in any other branch of education. Were this done the next generation would have a knowledge of music. When the child enters school, there are beautiful emotions and noble impulses in his heart. In every life in which these emotions are dormant the power of feeling and willing are imperfectly developed. The mental activities are confined within limited bounds, and without the power of speech to properly express his thoughts, without realizing the possibilities that lie dormant within his breast, they are left to be stirred into life and action by outside influences.

At this period of the child's life he should be kept cheerful, with beautiful songs. It should be kept in mind that the emotional nature should be developed earlier than the reasoning faculties. The child will feel the emotions, and love things before he can understand them. The great object of musical instruction in public schools is to train the mind and body; to draw the child out of himself by a sunlight of song; to teach him to be true; to be genuine; to be pure in thought, in language and in life; and to be pure in mind, body and soul.

What can awake the soul's strong instinct of another world like music? It moves us we know not why. We feel the tears and cannot trace the source. It speaks so true and in such powerful terms; it pictures our feelings so correctly, that the soul yields irresistibly to it.

Music might well be called a universal language, since one can communicate his feelings to another through the medium of song. What is more pleasing in our schools today



NORMAL CHORUS AND ORCHESTRA

The Normal Chorus and Orchestra meet each week. The Chorus, for the study of standard selections and modern oratorios; the Orchestra, for the study of overtures and easy movements from the symphonies, together with shorter works; also to play the accompaniments at the Normal Chorus concerts.

than to hear the children's voices in song, using the noble gift God has given them? It strengthens faith, brightens hope, and fills the soul with joy. Music does not only please the ear, but it satisfies the soul. There is nothing more enjoyable, instructive or interesting than a song in the home circle. It will enlarge and deepen home sympathies, strengthen home ties and affections. Musical instruction in the schools places music in many homes which could be reached in no other way. Through music the heart and mind find speech when all else is powerless. When words failed our Lord and His disciples after the last supper, they sang a beautiful hymn. The divinity of music further appears in the fact that the greatest musicians have been good men; and to develop the mighty impulses which they felt in their souls, they have chosen lofty themes.

Music is both a science and an art. Of all the fine arts, music is the most comprehensive. The majesty of the architect, the pictures of the artist, the rhythm of the poet, the themes of all these belong to the musician, whether he sits at the instrument or pours out his soul in vocal melodies.

Music is a gift of God; it reveals God; it refines and ennobles. Its mission is to soften and remove the asperities of men. It helps to unify the races and make men homogeneous. It is an element of culture especially because it makes its most direct appeal to man's spiritual nature. True eloquence is thought winged with music.

There is power, too, in music—power to reach and awaken the sympathies of strong, intelligent men who cannot be reached in any other way. It has the power to unlock sacred memories, fond associations, and high aspirations, and is recognized for good in all homes; in all nations. It helps the warrior to deeds of heroism, and tends to rob death of its sting.

Music should be given a place in the child's school life the same as any other branch in education, and be followed up as he advances in his other studies, step by step through the grades and high school.

Singing the national and popular songs of other countries will give a better idea to the pupils of the life and customs of the people in those countries. Patriotic songs, too, will inspire more patriotism in the youth of our land.

Music is the natural medium of emotional expression; feelings, too strong to be conveyed in simple words, are breathed to the hearts of students in the universal language of music. To train the mind and to train the hand are but parts of education. When we add to these the culture of the moral and emotional nature of the child, the work of training and development will approximate completeness.

#### THE NORMAL COURSE

The normal chorus was reorganized at the beginning of the school year, with the object of studying and performing such masterpieces as "The Messiah," "Elijah," "Faust," etc. Singing in a large chorus contributes greatly to the musical experience. Regular attendance at rehearsals and performances is required of all students specializing in music. Students who love to sing are urged to join this chorus and attend the rehearsals regularly.

#### MEN'S AND WOMEN'S GLEE CLUBS

These glee clubs are composed of a limited number. In addition to the pleasure it affords, much valuable training is gained in the art of singing, which will prove of lasting benefit socially and professionally.

#### NORMAL BAND AND ORCHESTRA

Private instruction is given on any band or orchestral instrument. The band plays for athletic games and other entertainments. The orchestra furnishes music for the various school functions. Anyone who plays an instrument is eligible to membership. Those having instruments are requested to bring them.

#### PRIVATE LESSONS

This school offers good opportunity for private lessons in voice, piano, violin and brass instruments; and also, a special music course for supervisors of music.

High schools, women's clubs, churches, etc., desiring artists for concert courses or entertainments should address the director of music for terms. We have male quartets, ladies' quartets, string quartets and soloists. Our terms are reasonable.

# Education for Service

AT the main entrance to the new Training School building is the inscription: "Education for Service."

To a reader of this Bulletin it is evident that the Technical Arts train for service. By means of them the student learns business methods necessary to his economic life; he secures an appreciation of the beautiful, without which life is barren; he tests educational values in the daily activities of home life; develops creative skill, and finds helpful expression to his emotional nature.

A course in the Normal School is not only a preparation for teaching, but is rapidly becoming the very best preparation for living.





Warrensburg  
Normal  
OFFERS  
UNEQUALED  
ADVANTAGES